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psychology of drills and reviews, etc. Let the introduction to psychology be practical from the outset by relating it to situations exactly as they occur.

CHARLES EDWARD SKINNER

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Methods of teaching.—From time to time attention is directed to the fact that a large proportion of those engaged in the process of teaching in American public schools have had no professional training and but little training of any description. It is this situation apparently that has called forth a recent volume¹ on the technique of teaching. In the Preface the author says that he has had in mind that “large group of teachers who are compelled to attack the teaching problems of the grammar grades and high school with very little training to help them.”

Obviously, this is a piece of work that must be attempted from time to time as long as the untrained teacher is admitted to our schools. But in setting himself this task Mr. Holley has undertaken to do a very difficult thing. He has had to avoid the Scylla of writing in a needlessly technical manner to meet the demands of a certain type of critic not in sympathy with his fundamental purpose and at the same time steer clear of the Charybdis of doing a superficial job in the name of simplicity. That he has been able to follow this exacting course in every instance is doubtful. His very brief and perfunctory discussion of mental discipline, for example, certainly does not do the subject justice even in such an elementary text. Other illustrations of a similar type might be given.

It is clear, however, that the author recognizes the nature and difficulties of his task. The book is written in a simple and untechnical manner throughout. The general organization of materials is clear. The questions at the close of each chapter give evidence of careful selection, are of a distinctly practical nature on the whole, and should stimulate discussion and thought among beginning teachers. The positions taken on controversial questions are perhaps necessarily dogmatic at times, but in the main not extreme. The author has naturally been influenced much by such writers as Bagley, Charters, Earhart, Parker, and Strayer. The book should prove useful to those for whom it was intended.

G. S. COUNTS

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Elementary-school principals' yearbook.—The vigor of the newly organized Department of Elementary School Principals is attested by the appearance of

¹ CHARLES ELMER HOLLEY, *The Teacher's Technique*. New York: Century Co., 1922. Pp. x+378.